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ABSTRACT

A study evaluated the Title 1 Reading Program that served 3,944 underachieving pupils in grades 1 through 8 in the Columbus, Ohio, public schools. The program provided service to 62 public elementary schools, 22 public middle schools, and 10 nonpublic schools. Program teachers provided small group instruction to strengthen reading skills in grades 1-8. A major part of the evaluation effort was accomplished through the administration of the Metropolitan Achievement Tests. Results indicated that: (1) of the treatment group of 2,782 pupils, 2,452 (88.1%) displayed over time each of 3 strategic processing behaviors (constructing meaning, monitoring reading, and integrating sources of information; (2) 2,329 (83.7%) of 2,782 pupils in a treatment group read the requisite number of books for their grade; (3) reading comprehension scores for grades 2, 3, 5, 7, and 8 gained an average of 0.1 NCE for the 1,029 pupils in the evaluation sample; and (4) 7,591 parent contacts were made across activities. Findings support continuation of the program with consideration given to five areas of concern. (Contains 14 figures of data.) (RS)

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**Elementary and Secondary Education Act--Title I**

ED 412 517

**FINAL EVALUATION REPORT**
**1996-97**

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# TITLE I READING PROGRAM

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Elementary and Secondary Education Act-Title I

# FINAL EVALUATION REPORT
# LANGUAGE DEVELOPMENT COMPONENT
# TITLE I READING PROGRAM
# 1996-97

## Executive Summary

Program Description: The Title I Reading Program served 3944 pupils in grades 1-8. Funding of the component was made available through the Elementary and Secondary Education Act-Title I of Title I of 1965, reauthorized by the Hawkins-Stafford Elementary and Secondary School Improvement Amendment of 1988.

The purpose of the Title I Reading Program was to provide assistance to selected underachieving pupils in grades 1 through 8 in order that they might attain more fully their potential by improving their language and reading skills. The program featured small group instruction arranged according to pupil needs, as determined by continued cooperation between the program teacher and the classroom teacher. Inservice sessions were provided for various subgroups of program teachers.

The program provided service to 62 public elementary schools, 22 public middle schools, and 10 nonpublic schools. The schools were staffed with 116 Title I program teachers.

Time Interval: For evaluation purposes, the program started on September 23, 1996 and ended May 2, 1997. This provided a maximum of 138 days for grades 1-8. Each Desired Outcome had a pupil attendance criterion of 50 percent of scheduled program days for inclusion in the sample or treatment group.

Activities: Program teachers provided small group instruction to strengthen reading skills in grades 1-8. Consultation with classroom teachers and parents was emphasized in order to provide for individual pupil needs.

Desired Outcomes: The program had two Desired Outcomes. Desired Outcome 1 stated that at least 75 percent of the pupils who attended the program at least 50 percent of the treatment period or were discontinued after the first 20 instructional days of the program will display evidence of each strategic processing behavior at least twice during the treatment period when reading appropriate instructional text to the satisfaction of the Title 1 teacher. Desired Outcome 2 stated that of the grade 1 pupils who were discontinued after the first 20 instructional days of the program or attended the program at least 50 percent of the treatment period at least 75 percent of the pupils will read at least five books at text reading level 8 or above as certified by the Title 1 teacher. Under the same conditions, 75% of grade 2 pupils will read at least five books at text reading level 15 as certified by the Title 1 teacher. At least 75 percent of the pupils in grades 3 through 8 who attended the program at least 50 percent of the treatment period or were discontinued after the first 20 instructional days of the program will independently read throughout the treatment period a minimum of 14 books in grades 3 and 4 and 10 books in grades 5-8 as certified by the Title 1 teacher.

Evaluation Design: The Evaluation Design included the Desired Outcomes stated above and the instruments used to measure them. Desired Outcomes 1 and 2 were evaluated by means of locally constructed instruments and/or the district computer files. In addition, norm-referenced tests were administered in a spring-to-spring testing cycle (96-97) to evaluate the aggregate gain at grades 2, 3, 5, 7 and 8. Analyses of the pretest to posttest data used for determining the aggregate gain were presented in terms of NCE change scores. Although not part of the evaluation design, parent involvement information was also collected by program teachers.

Major Findings: The information collected on the Pupil Data Sheets indicated the program served 3944 public and nonpublic pupils. The average daily membership in the program was 2877.4 pupils. The average days of enrollment (days scheduled) per pupil was 98.8 days and the average attendance (days served) per pupil was 80.2 days. The number of pupils discontinued from the program totaled 22, with 13 discontinued at the elementary level and 9 discontinued at the middle school level.

Desired Outcomes: Desired Outcome 1 stated that at least 75 percent of the pupils who attended the program at least 50 percent of the treatment period or were discontinued after the first 20 instructional days of the program will display evidence of each strategic processing behavior at least twice during the treatment period when reading appropriate instructional text to the satisfaction of the Title 1 teacher. This Desired Outcome was met at every grade. Of the 2782 pupils in the treatment group, 2452 pupils (88.1%) met the criterion.

Desired Outcome 2 stated that of the grade 1 pupils who were discontinued after the first 20 instructional days of the program or attended the program at least 50 percent of the treatment period at least 75 percent of the pupils will read at least five books at text reading level 8 or above as certified by the Title 1 teacher. Under the same conditions, 75% of grade 2 pupils will read at least five books at text reading level 15 as certified by the Title 1 teacher. At least 75 percent of the pupils in grades 3 through 8 who attended the program at least 50 percent of the treatment period or were discontinued after the first 20 instructional days of the program will independently read throughout the treatment period a minimum of 14 books in grades 3 and 4 and 10 books in grades 5-8 as certified by the Title 1 teacher. This outcome was achieved at all grade levels except grade 4. Overall, Desired Outcome 2 was achieved. Of the 2782 pupils in the treatment group, 2329 (83.7%) of the pupils read the requisite number of books for their grade.

Additional analyses of aggregate achievement scores for Comprehension for grades 2, 3, 5, 7, and 8 were conducted. Analysis of the reading comprehension scores indicated an average gain of 0.1 NCE for the 1029 pupils in the evaluation sample. Changes ranged from -5.1 NCEs in grade 2 to a change of 4.9 NCEs in grade 3.

Parent involvement data indicated that for the 3944 pupils served, 7591 parent contacts were made across activities.

## Recommendations

The following recommendations are made to strengthen the 1997-98 Title I Reading Program:

1. Since the program was highly successful in achieving each of its Desired Outcomes, it is strongly recommended that the program be continued.

2. Of the 3944 pupils served in grades 1-8, only 2782 (70.5%) met criteria to be included in any treatment group, i.e. were discontinued or attended 75 percent of time. Ways to improve attendance need to be studied.

3. Federal and State Program personnel should continue to provide supervision through inservice to create a strong support system for program teachers, to enhance program continuity and to broaden the base of instructional skills needed for the program.

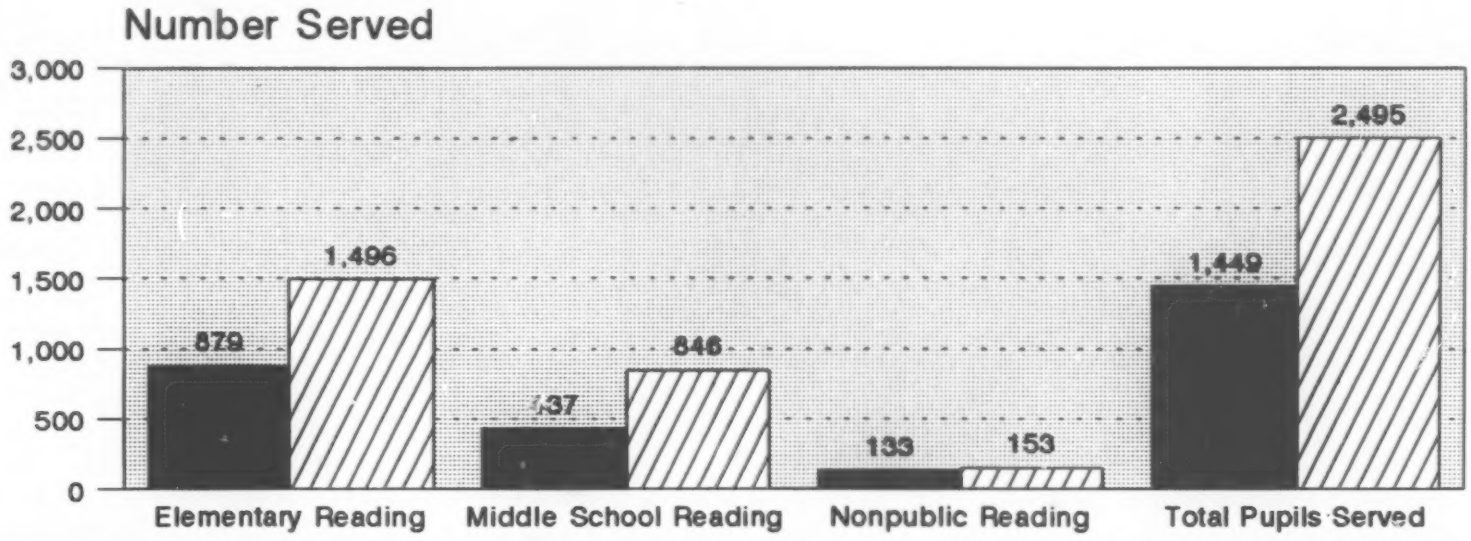
4. The Department of Evaluation Services should monitor record keeping and data collection. This would help to assure the validity of data collected and enhance the data collection process.

5. Administrators and staff should develop a plan to insure that joint planning with program teachers is occurring. Teacher schedules and locations in a building have sometimes acted as constraints to more frequent and formal joint planning particularly at the middle school level.

# Title I Reading Program 1996-97

## Number of All Pupils Served by Project and Gender

## FIGURE 1




| | Elementary Reading | Middle School Reading | Nonpublic Reading | Total Pupils Served |
|---|---|---|---|---|
| Females | 879 | 437 | 133 | 1,449 |
| Males | 1,496 | 846 | 153 | 2,495 |
| Totals | 2,375 | 1,283 | 286 | 3,944 |

Projects





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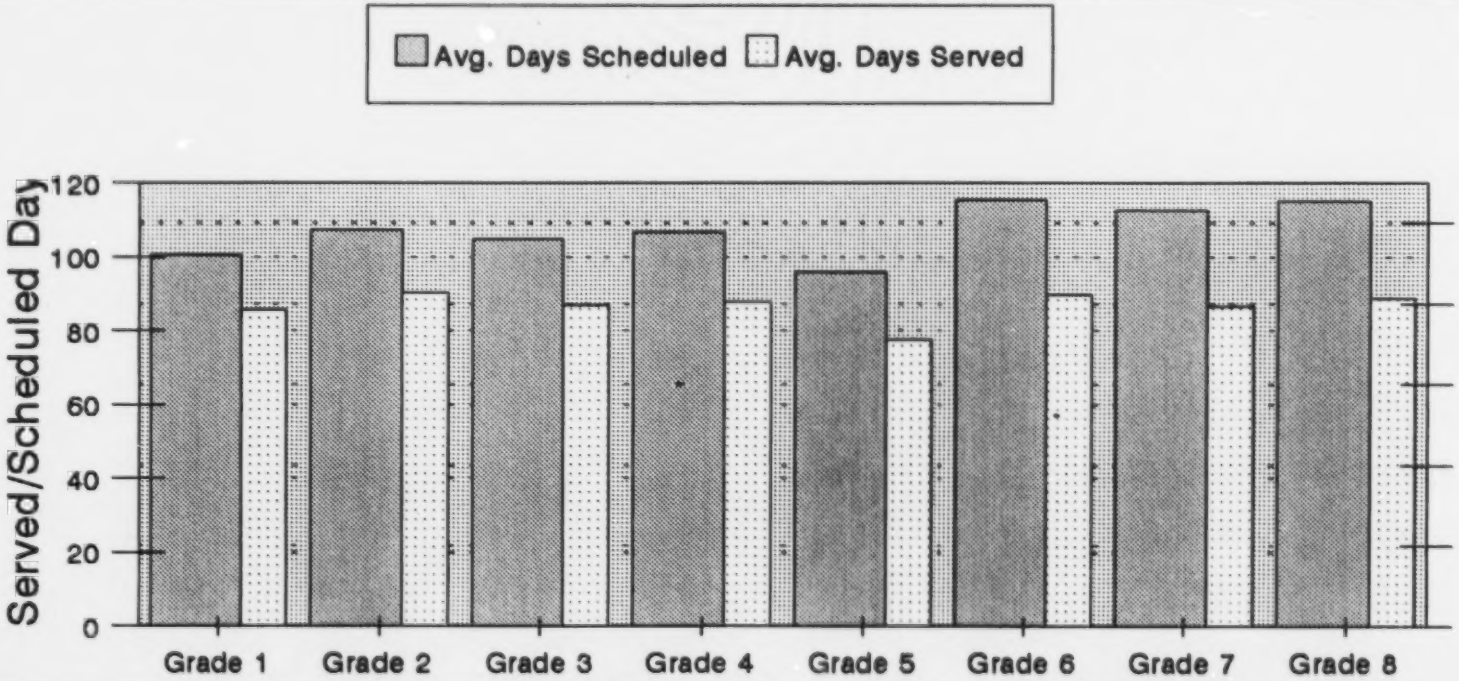
# Title I Reading Program 1996-97

## Average Days Scheduled and Served by Grade

## FIGURE 2




| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|---|---|---|---|---|
| No. Pupils Served | 258 | 896 | 719 | 463 | 294 | 572 | 428 | 314 |
| Avg. Days Scheduled | 92.0 | 98.3 | 96.0 | 97.9 | 88.0 | 105.7 | 103.2 | 105.6 |
| Avg. Days Served | 78.6 | 82.7 | 79.8 | 80.6 | 71.2 | 82.1 | 79.3 | 81.4 |



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**Elementary and Secondary Education Act--Title I**
**Final Evaluation Report**
**1996-97**

# TITLE I READING PROGRAM

## Desired Outcome 1

Desired Outcome 1: At least 75 percent of the pupils in grades 1-8 who attended the program at least 50 percent of the treatment period or were discontinued will display evidence of each strategic processing behavior at least twice during the treatment period when reading appropriate instructional text to the satisfaction of the Title I teacher.



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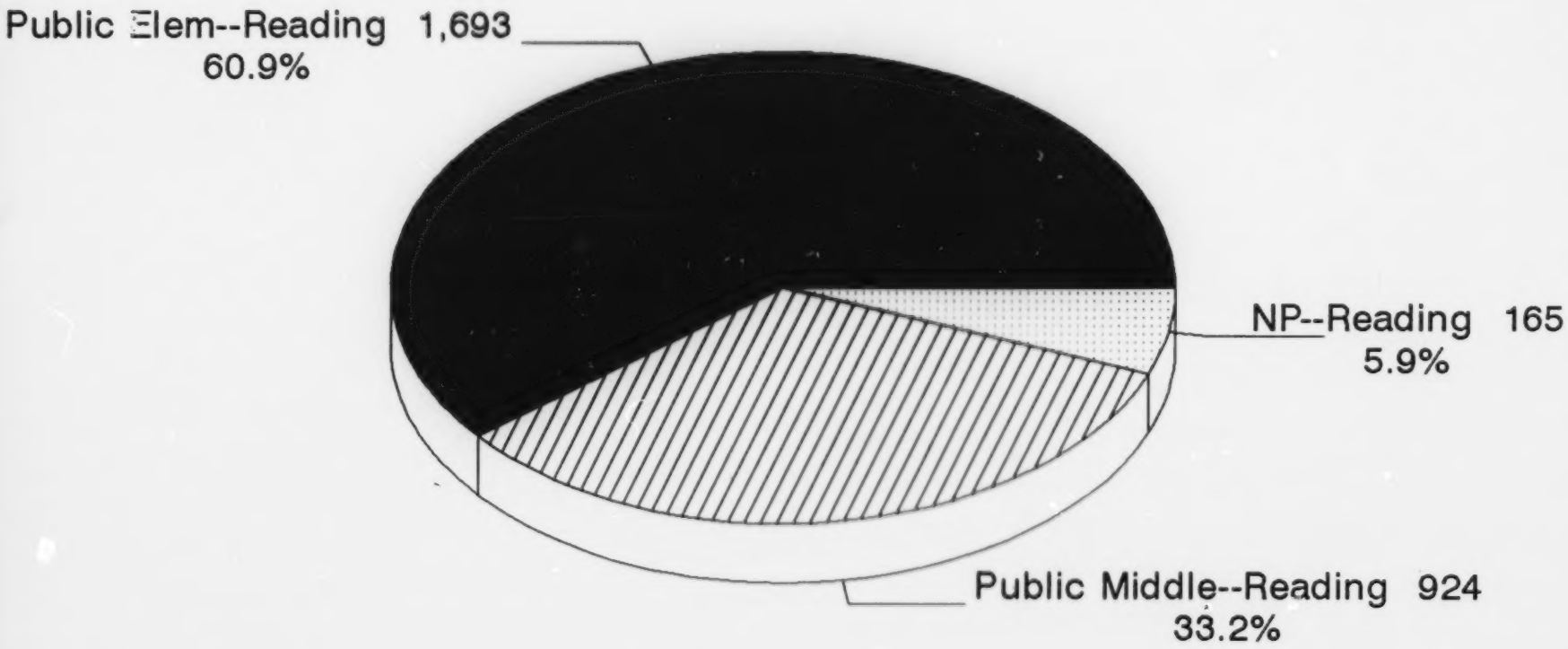
# Title I Reading Program 1996-97

Number and Percent of Pupils in Treatment Group by Project for Desired Outcome 1
FIGURE 3




The total number in the treatment group for Desired Outcome 1 consisted of 2,782 Pupils.

P:\HG3\DATA\REED9697\FIGURE03.CH3 (FRPT116)

# Desired Outcome 1 Results for 1996-97

## Elementary and Secondary Education Act--Title I

- The charts which follow present the analysis of the number and percent of pupils in the treatment group who met the performance criterion for Desired Outcome 1 which states: At least 75 percent of the pupils in grades 1-8 who attended the program at least 50 percent of the treatment period or were discontinued will display evidence of each strategic processing behavior at least once during the treatment period when reading appropriate instructional text to the satisfaction of the Title I teacher.

- The charts indicate the grade, number of pupils in treatment, number of pupils meeting the performance criterion, and the percent of pupils meeting performance criterion. Major findings are presented in summary statements below and in charts for your convenience.

- Summary Statements for all public and nonpublic reading (grades 1-8) project pupils.
  - > Of the 2782 pupils in the treatment group, 2452 (88.1%) met the performance criterion for Desired Outcome 1.
  - > All grades in the overall program met the 75 percent performance criterion for Desired Outcome 1.

- Summary Statements for Public Elementary Reading.
  - > Of the 1693 pupils in the public school elementary reading treatment group, 1477 (87.2%) met the performance criterion for Desired Outcome 1.
  - > All grades in the public elementary project met the 75 percent performance criterion for Desired Outcome 1.

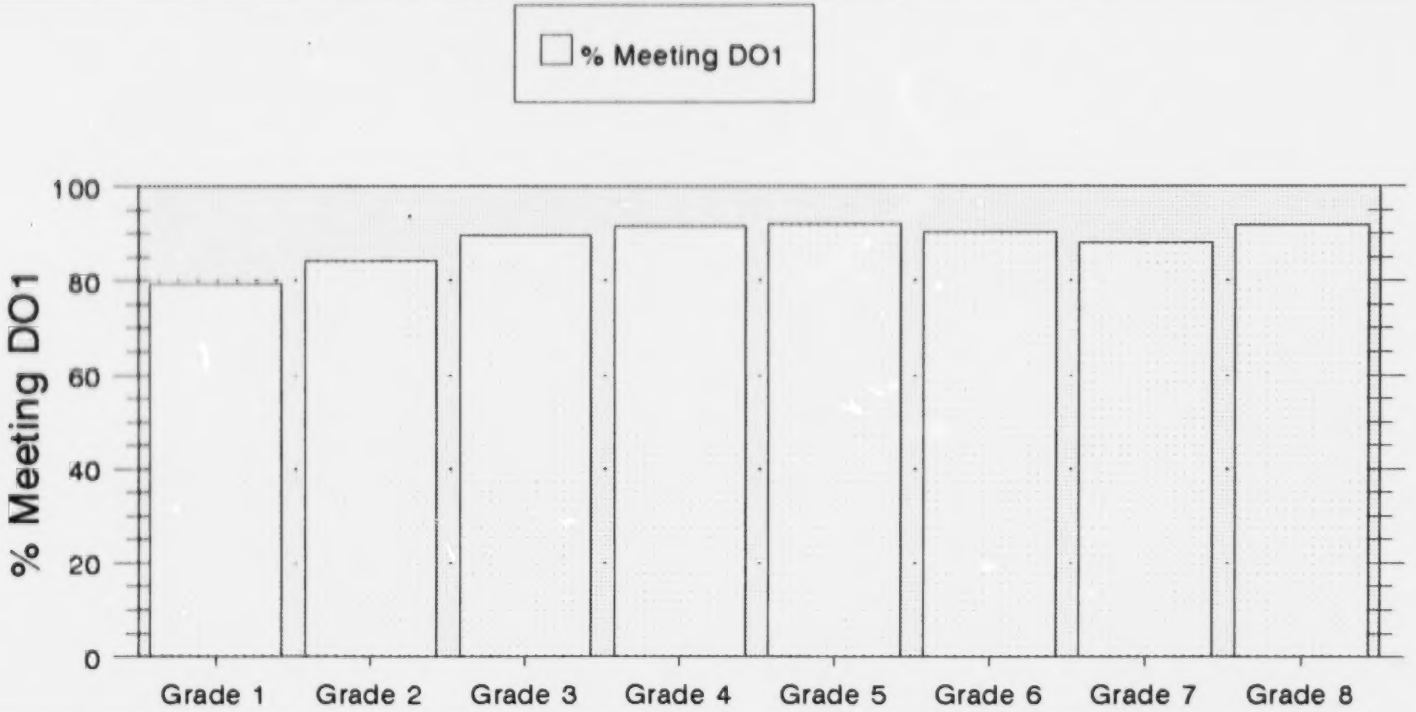
- Summary Statements for Public Middle School Reading.
  - > Of the 924 pupils in the public middle school reading treatment group, 837 (90.6%) met the performance criterion for Desired Outcome 1.
  - > All grades in the public middle school project met the 75 percent performance criterion for Desired Outcome 1.

- Summary Statements for Nonpublic Program Reading.
  - > Of the 165 pupils in the reading treatment group, 138 (83.6%) met the performance criterion for Desired outcome 1.
  - > All grades in the nonpublic project met the 75 percent performance criterion for Desired Outcome 1 except grades 6 (50.0%), 7 (0.0%) and 8 (60.0%). These treatment groups were extremely small (3-5 pupils).

# Title I Reading Program 1996-97

## All Pupils in Treatment Group Meeting Desired Outcome 1

## FIGURE 4




| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|---|---|---|---|---|
| No. in Treatment DO1 | 193 | 649 | 496 | 333 | 175 | 419 | 296 | 221 |
| No. Meeting DO1 | 153 | 547 | 444 | 305 | 161 | 378 | 261 | 203 |
| % Meeting DO1 | 79.3% | 84.3% | 89.5% | 91.6% | 92.0% | 90.2% | 88.2% | 91.9% |

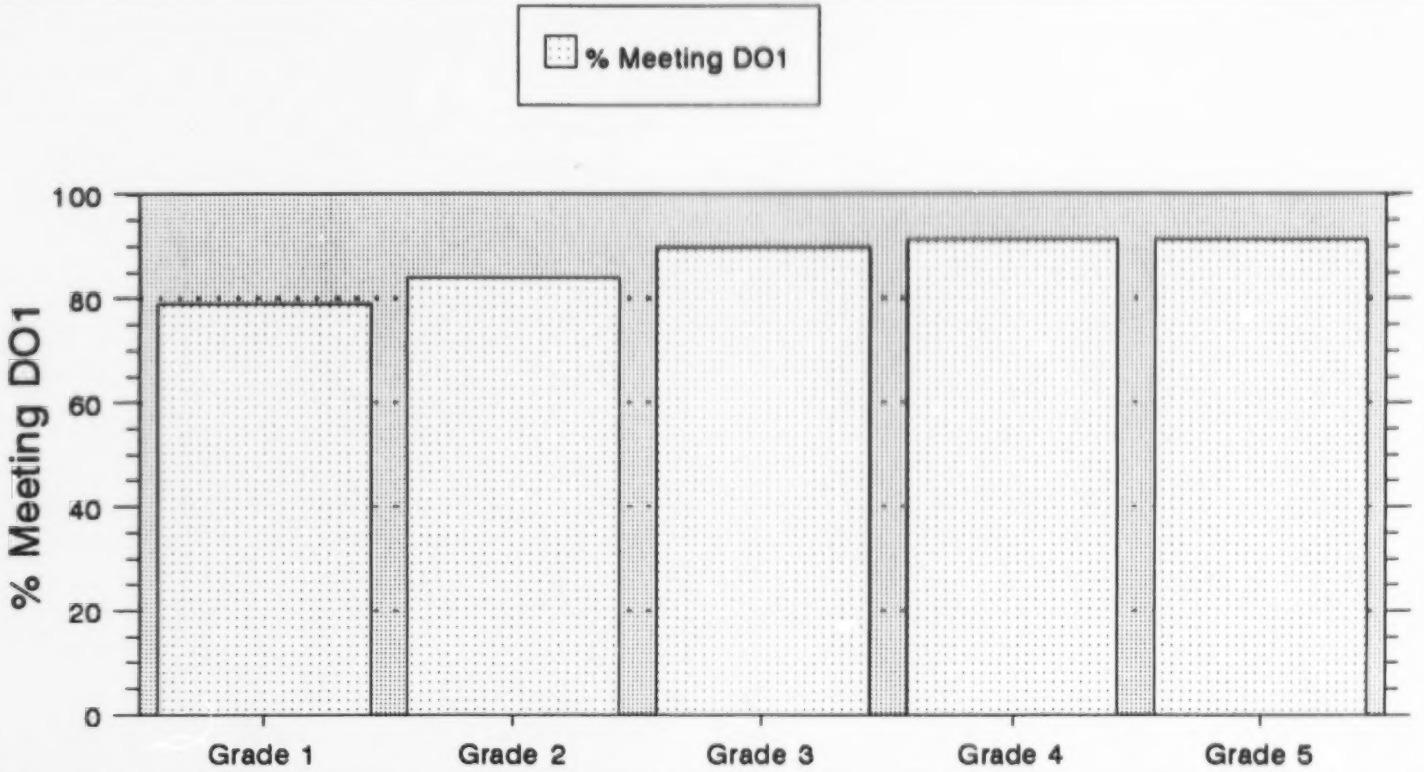
Of the 2782 pupils in the reading treatment group, 2452 (88.1%) met the performance criterion.

P:\HG3\DATA\REED9697\FIGURE04.CH3 (FRPT116)

# Desired Outcome 1: Strategic Processing

## Public Elementary School Pupils Who Met Criterion by Grade

## FIGURE 5




| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|---|---|
| No. in Treatment DO1 | 147 | 604 | 472 | 310 | 160 |
| No. Meeting DO1 | 116 | 508 | 424 | 283 | 146 |
| % Meeting DO1 | 78.9% | 84.1% | 89.8% | 91.3% | 91.3% |

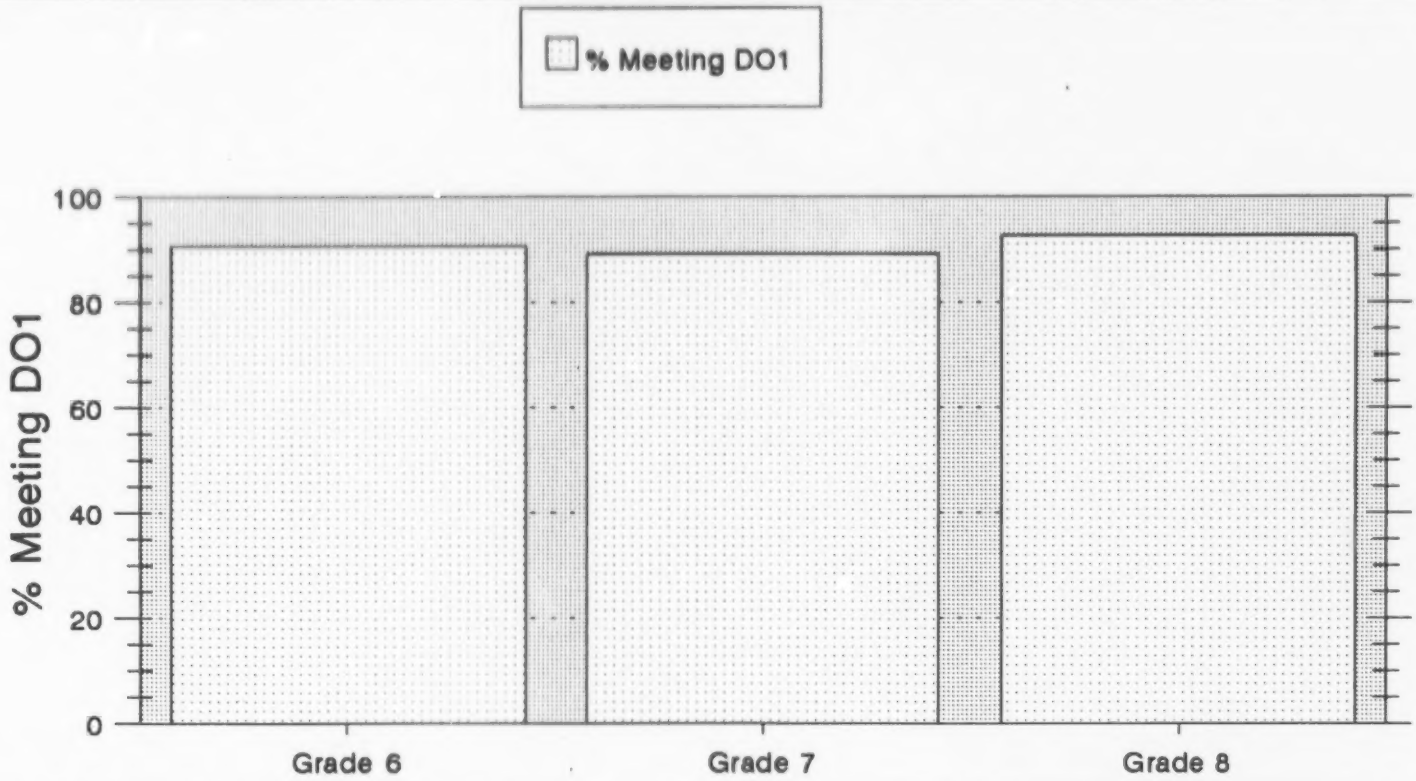
Of the 1693 pupils in the reading treatment group, 1477 (87.2%) met the performance criterion.

P:\HG3\DATA\REED9697\FIGURE05.CH3 (FRPT116-117)

# Desired Outcome 1: Strategic Processing

## Public Middle School Pupils Who Met Criterion by Grade

## FIGURE 6




| | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|
| No. in Treatment DO1 | 415 | 293 | 216 |
| No. Meeting DO1 | 376 | 261 | 200 |
| % Meeting DO1 | 90.6% | 89.1% | 92.6% |

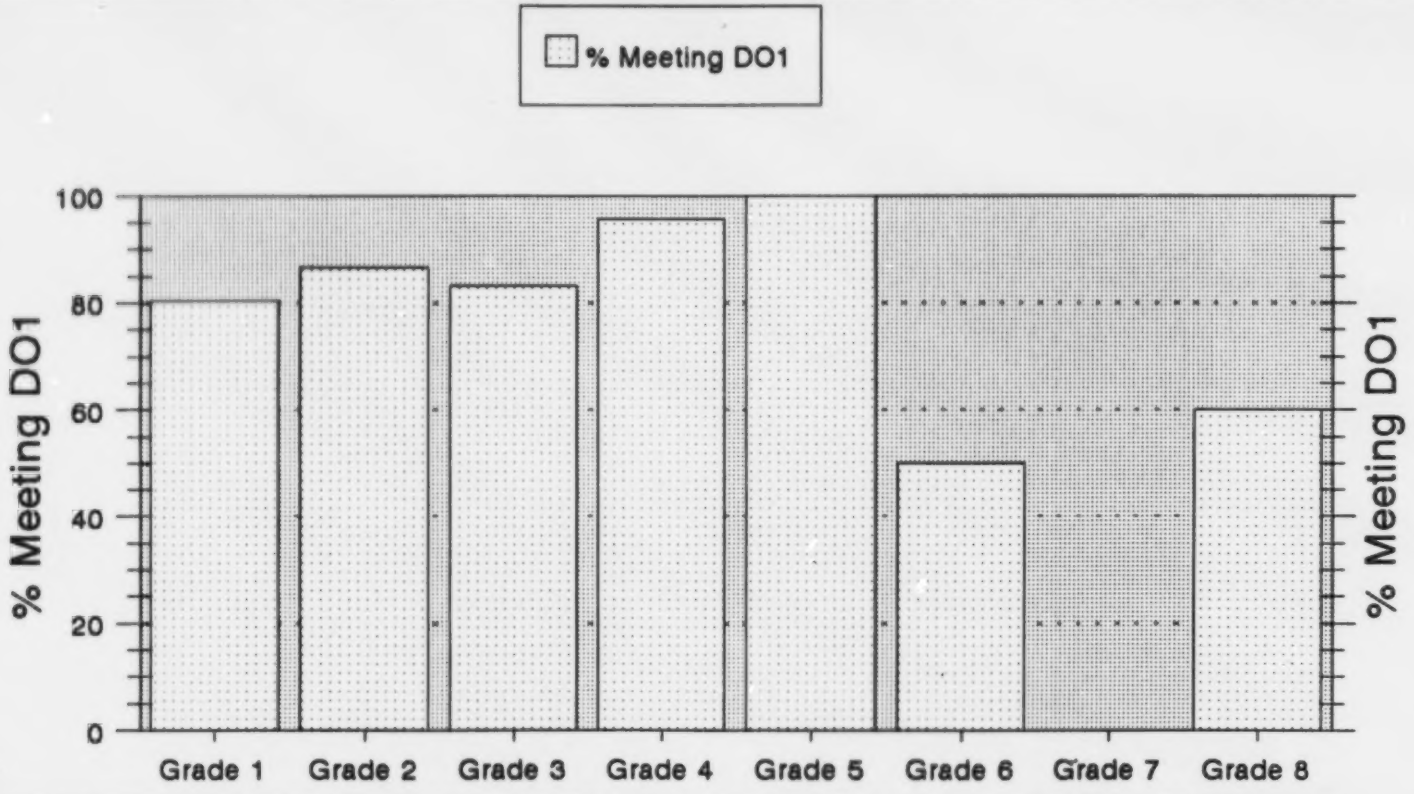
Of the 924 pupils in the reading treatment group, 837 (90.6%) met the performance criterion.

P:\HG3\DATA\REED9697\FIGURE06.CH3 (FRPT116-117)

# Desired Outcome 1: Strategic Processing

## Nonpublic Program Pupils Who Met Criterion by Grade

## FIGURE 7




| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|---|---|---|---|---|
| No. in Treatment DO1 | 46 | 45 | 24 | 23 | 15 | 4 | 3 | 5 |
| No. Meeting DO1 | 37 | 39 | 20 | 22 | 15 | 2 | 0 | 3 |
| % Meeting DO1 | 80.4% | 86.7% | 83.3% | 95.7% | 100.0% | 50.0% | 0.0% | 60.0% |

Of the 165 pupils in the reading treatment group, 138 (83.6%) met the performance criterion.

P:\HG3\DATA\REED9697\FIGURE07.CH3 (FRPT116-117)

**Elementary and Secondary Education Act--Title I**
**Final Evaluation Report**
**1996-97**

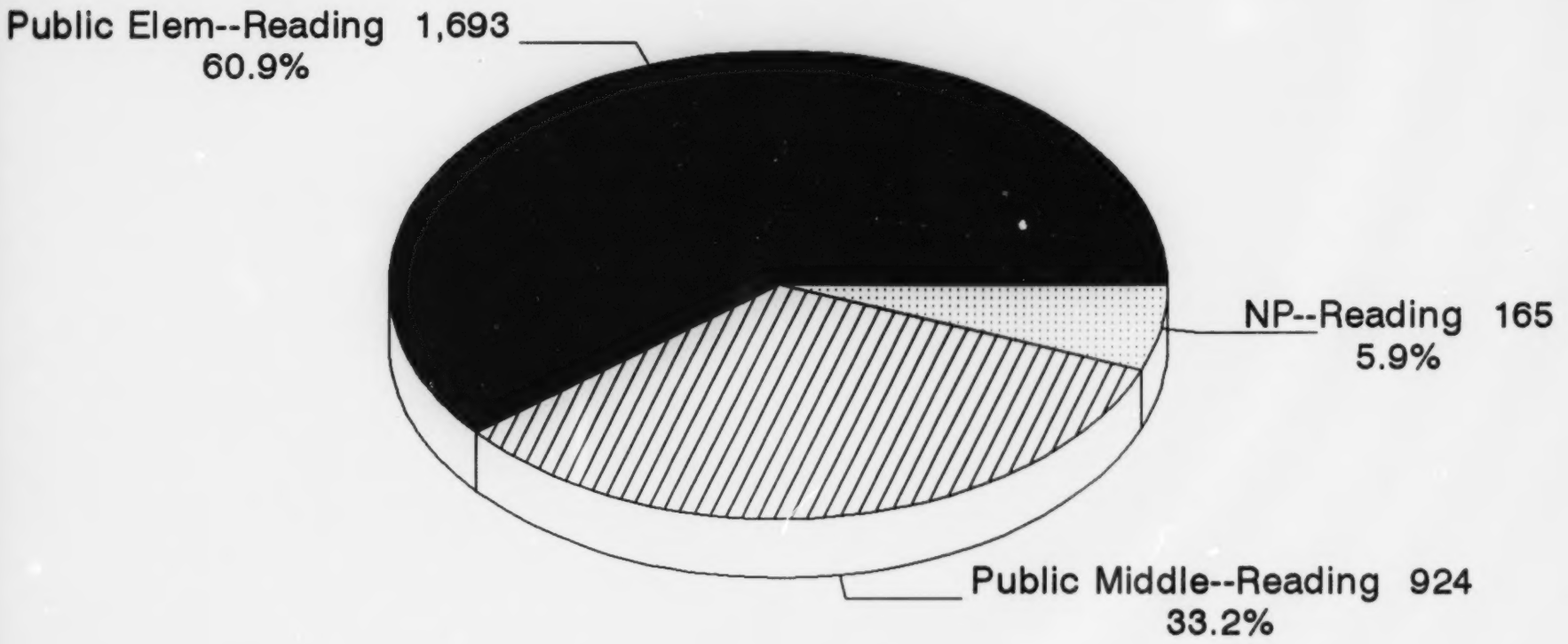
# TITLE I READING PROGRAM

## Desired Outcome 2

Desired Outcome 2: At least 75 percent of the grade 1 pupils who were discontinued or attended the program at least 50 percent of the treatment period will read at least five books at text reading level 8 or above as certified by the Title I teacher. Under the same conditions, 75% of grade 2 pupils will read at least five books at text reading level 15 as certified by the Title I teacher. At least 75 percent of the pupils in grades 3 through 8 who attended the program at least 50 percent of the treatment period or were discontinued will independently read throughout the treatment period a minimum of 14 books in grades 3 and 4 and 10 books in grades 5-8 as certified by the Title I teacher.

# Title I Reading Program 1996-97

Number and Percent of Pupils in Treatment Group by Project for Desired Outcome 2
FIGURE 8




The total number in the treatment group for Desired Outcome 2 consisted of 2,782 pupils.

P:\HG3\DATA\REED9697\FIGURE08.CH3 (FRPT133)

# Desired Outcome 2 Results for 1996-97

## Elementary and Secondary Education Act--Title I

- The charts which follow present the analysis of the number and percent of pupils in the treatment group who met the performance criterion for Desired Outcome 2 which states: At least 75 percent of the grade 1 pupils who were discontinued or attended the program at least 50 percent of the treatment period will read at least five books at text reading level 8 or above as certified by the Title I teacher. Under the same conditions, 75% of grade 2 pupils will read at least five books at text reading level 15 as certified by the Title I teacher. At least 75 percent of the pupils in grades 3 through 8 who attended the program at least 50 percent of the treatment period or were discontinued will independently read throughout the treatment period a minimum of 14 books in grades 3 and 4 and 10 books in grades 5-8 as certified by the Title I teacher.

- The charts indicate the grade, number of pupils in treatment, number of pupils meeting the performance criterion, and the percent of pupils meeting the criterion. The results are presented in summary statements below, and in charts for your convenience.

- Summary Statements for all public and nonpublic Reading (grades 1-8) project pupils.

  > Of the 2782 pupils in the treatment group, 2329 (83.7%) met the performance criterion for Desired Outcome 2.
  > All grades in the overall program met the 75 percent performance criterion for Desired Outcome 2 except grade 4.

- Summary Statements for Public Elementary Reading.

  > Of the 1693 pupils in the public school elementary reading treatment group, 1398 (82.6%) met the performance criterion for Desired Outcome 2.
  > All grades in the public elementary project met the 75 percent performance criterion for Desired Outcome 2 except grade 4.

- Summary Statements for Public Middle School Reading.

  > Of the 924 pupils in the public middle school reading treatment group, 809 (87.6%) met the performance criterion for Desired Outcome 3.
  > All grades in the public middle school project met the 75 percent performance criterion for Desired Outcome 2.

- Summary Statements for Nonpublic Program Reading.

  > Of the 165 pupils in the nonpublic reading treatment group, 122 (73.9%) met the performance criterion for Desired Outcome 2. Therefore, the 75 percent criterion was not met.
  > Only grades 1, 2, and 5 in the nonpublic project met the 75 percent performance criterion for Desired Outcome 2. Overall, Desired Outcome 2 was not achieved for nonpublic project pupils.

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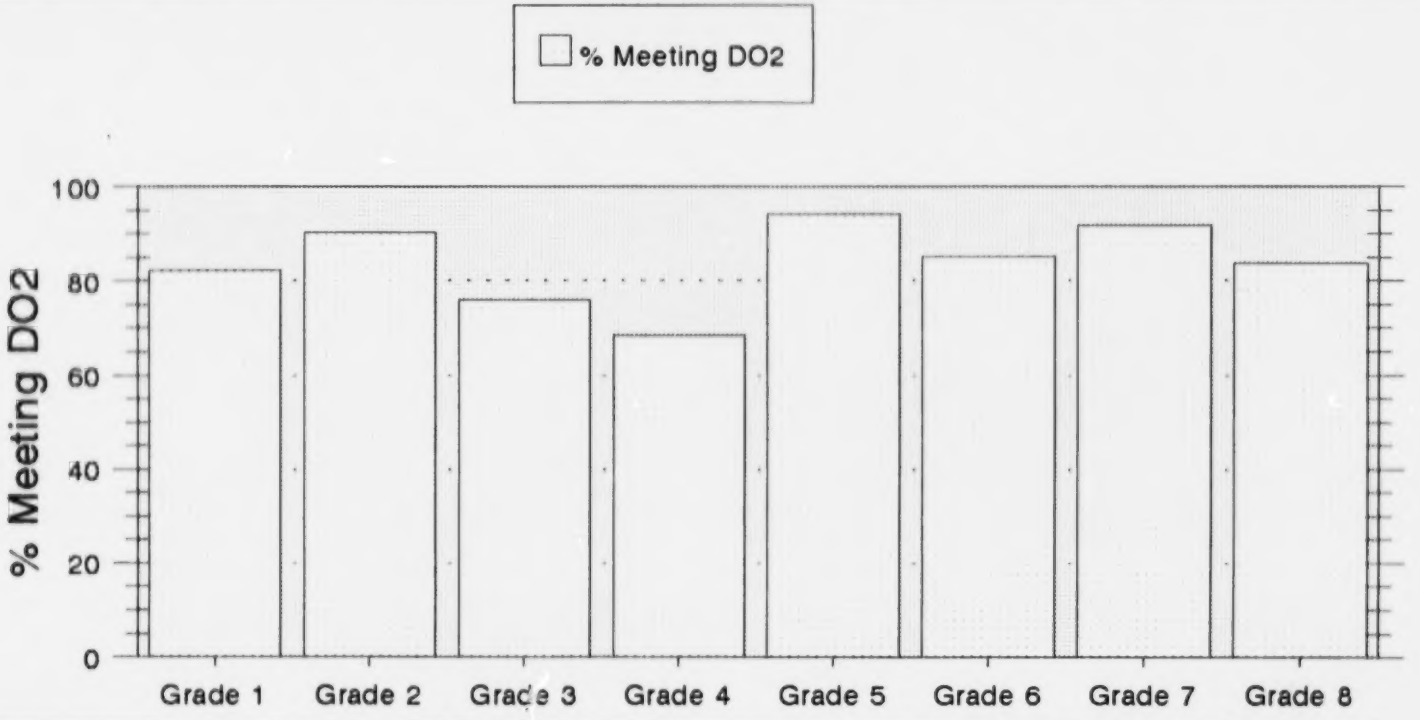
# Title I Reading Program 1996-97

## All Pupils in Treatment Group Meeting Desired Outcome 2

## FIGURE 9




| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|---|---|---|---|---|
| No. in Treatment DO2 | 193 | 649 | 496 | 333 | 175 | 419 | 296 | 221 |
| No. Meeting DO2 | 159 | 586 | 377 | 228 | 165 | 357 | 272 | 185 |
| % Meeting DO2 | 82.4% | 90.3% | 76.0% | 68.5% | 94.3% | 85.2% | 91.9% | 83.7% |

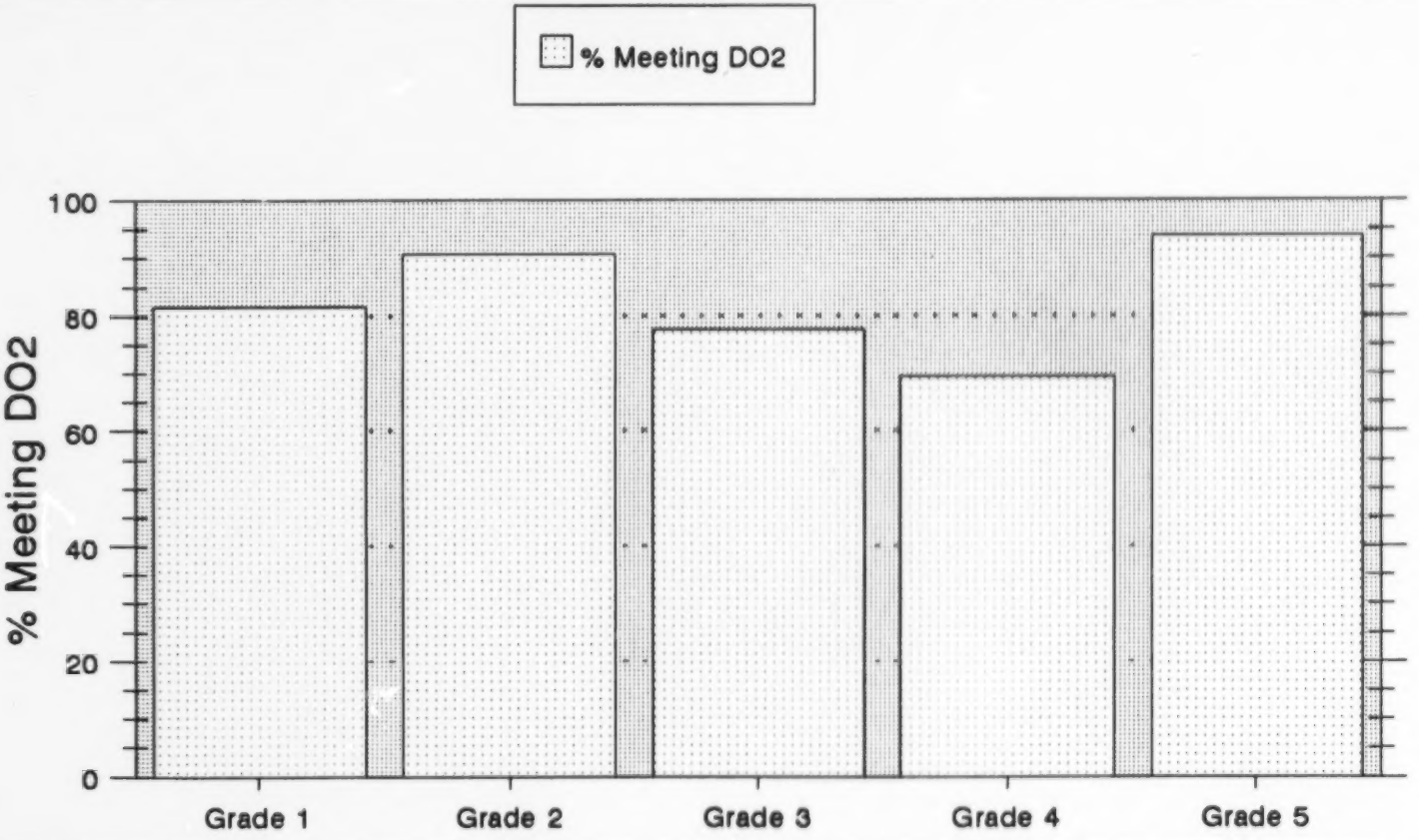
Of the 2783 pupils in the reading treatment group, 2329 (83.7%) met the performance criterion.

P:\HG3\DATA\REED9697\FIGURE09.CH3 (FRPT133)

# Desired Outcome 2: Read a Given Number of Books

## Public Elementary School Pupils Who Met Criterion by Grade

FIGURE 10




| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|---|---|
| No. in Treatment DO2 | 147 | 604 | 472 | 310 | 160 |
| No. Meeting DO2 | 120 | 547 | 366 | 215 | 150 |
| % Meeting DO2 | 81.6% | 90.6% | 77.5% | 69.4% | 93.8% |

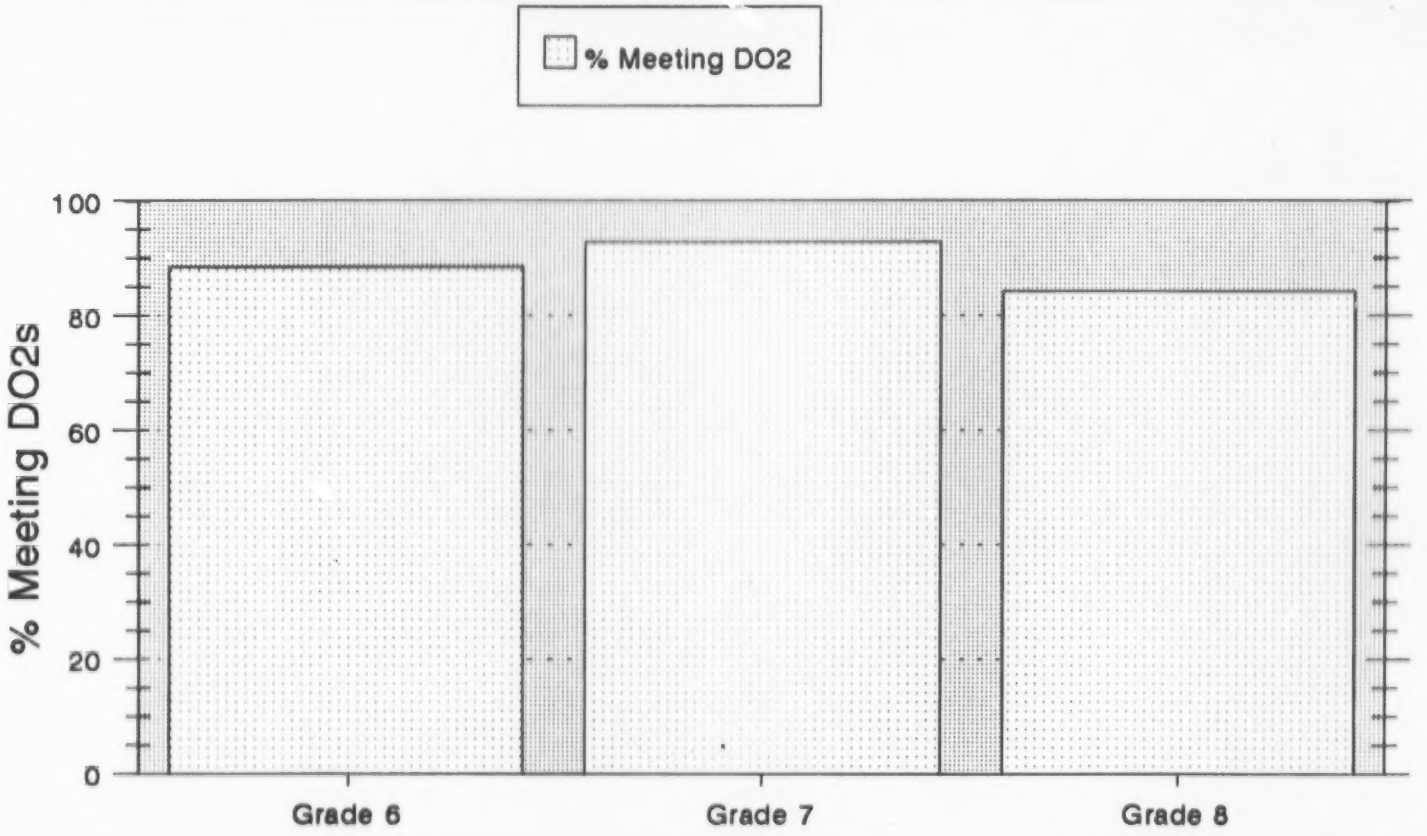
Of the 1,693 pupils in the reading treatment group, 1398 (82.6%) met the performance criterion.

P:\HG3\DATA\REED9697\FIGURE10.CH3 (FRPT133-134)

# Desired Outcome 2: Read a Given Number of Books

## Public Middle School Pupils Who Met Performance Criterion by Grade

FIGURE 11




| | | | |
|---|---|---|---|
| No. in Treatment DO2 | 415 | 293 | 216 |
| No. Meeting DO2 | 355 | 272 | 182 |
| % Meeting DO2 | 88.5% | 92.8% | 84.3% |

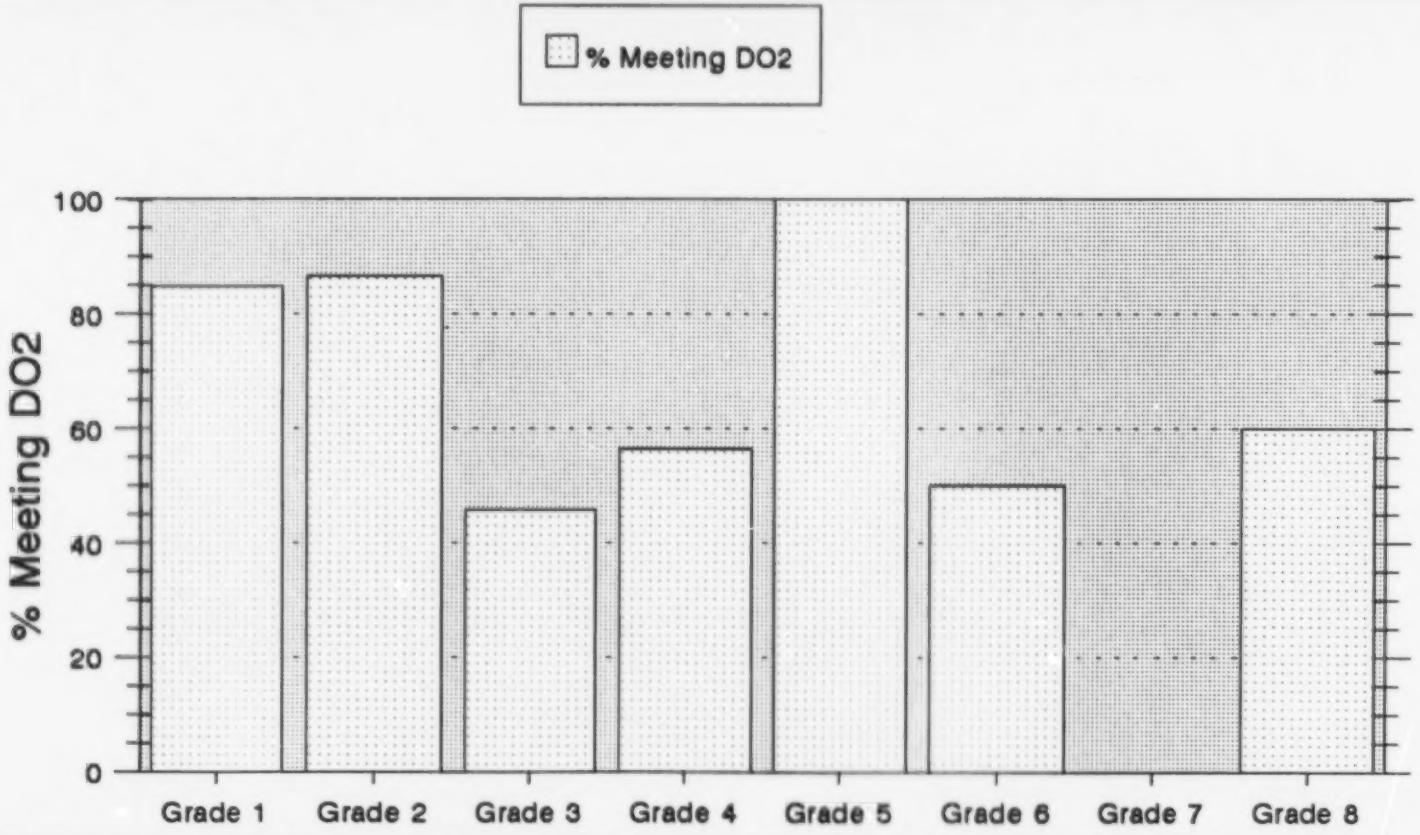
Of the 924 pupils in the reading treatment group, 809 (87.6%) met the performance criterion.

P:\HG3\DATA\REED9697\FIGURE11.CH3 (FRPT134-135)

# Desired Outcome 2: Read a Given Number of Books

## Nonpublic Program Pupils Who Met Performance Criterion by Grade

FIGURE 12




| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|---|---|---|---|---|
| No. in Treatment DO2 | 46 | 45 | 24 | 23 | 15 | 4 | 3 | 5 |
| No. Meeting DO2 | 39 | 39 | 11 | 13 | 15 | 2 | 0 | 3 |
| % Meeting DO2 | 84.8% | 86.7% | 45.8% | 56.5% | 100.0% | 50.0% | 0.0% | 60.0% |

Of the 165 pupils in the reading treatment group, 122 (73.9%) met the performance criterion.

P:\HG3\DATA\REED9697\FIGURE12.CH3 (FRPT134-135)

Elementary and Secondary Education Act - Title I
Final Evaluation Report
1996-97

# TITLE I READING PROGRAM

# Standardized Test Results

- Aggregate test data are reported for grades 2, 3, 5, 7, and 8 for Reading Comprehension. In order to be included in the evaluation sample, a pupil had to attend at least 50% of the treatment period, or be discontinued and have both a pretest (spring 1996) and a posttest (spring 1997).

- Summary Statements for Aggregate Scores in Advanced Skills (Reading Comprehension score).

  > Overall, the aggregate average gain for the 1029 pupils in the evaluation sample was 0.1 NCEs.

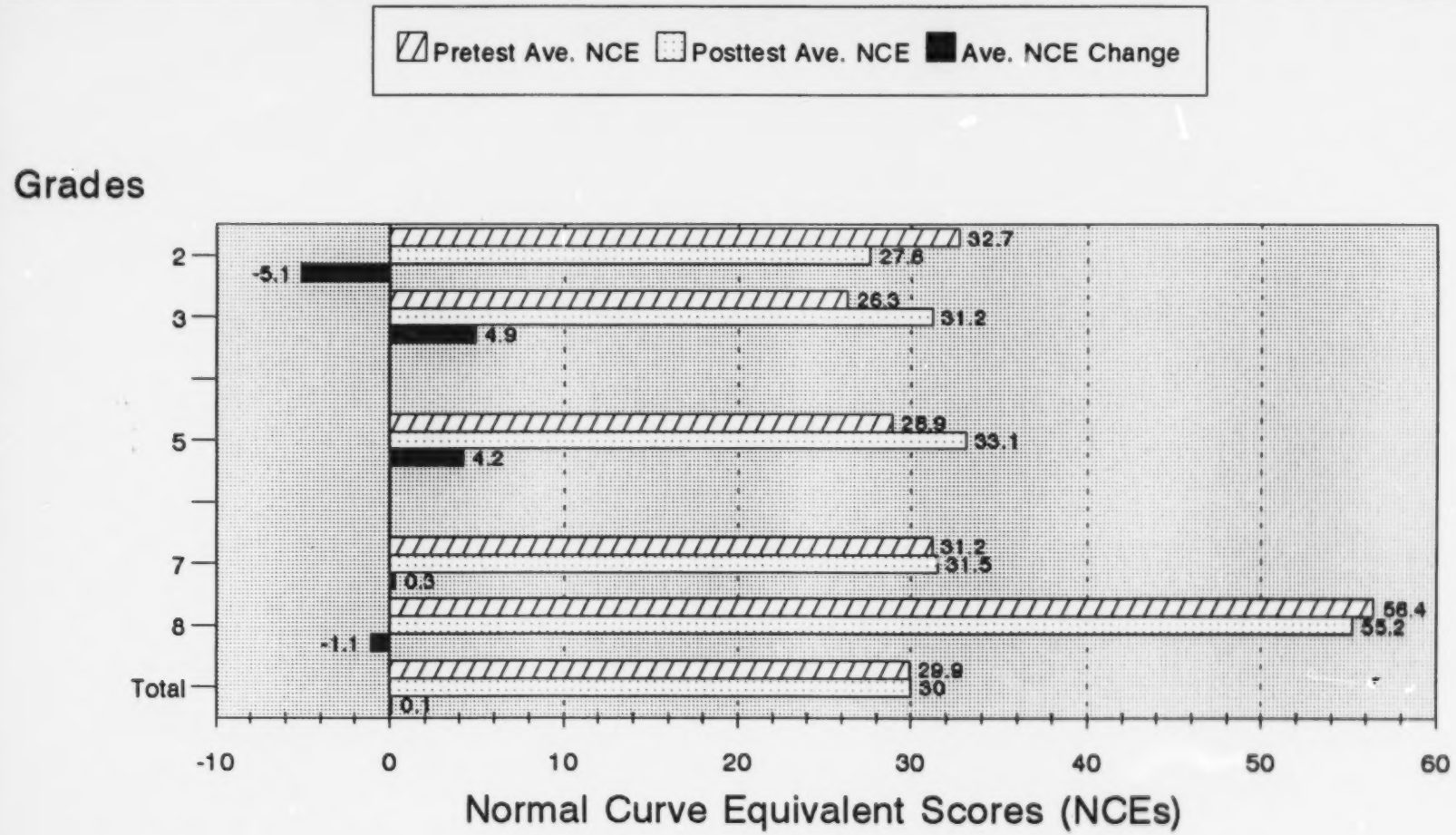
  >

Changes ranged from -5.1 NCEs in grade 2 and -1.1 in grade 8 to 4.9 NCEs in grade 3.

# Title I Reading Program 1996-97

## Aggregated Advanced (Reading Comprehension) NCE Change Scores by Grade

FIGURE 13






P:\HG3\DATA\REED9697\FIGURE13.CH3 (FRPT155)

# TITLE I READING PROGRAM

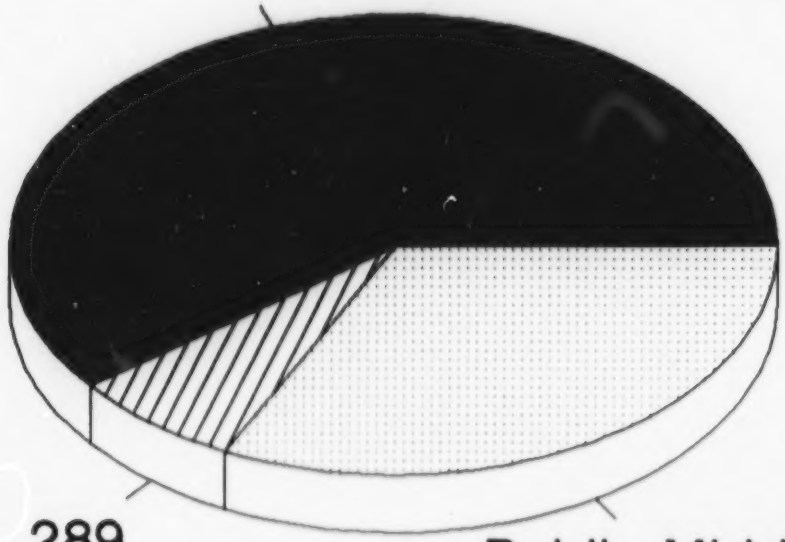
## Parent Involvement Information

Parent Involvement data for all pupils served by project and across projects were collected. The number of parent contacts across all projects for pupils served are charted in the following figure.

# Title I Reading Program 1996-97

## Parent Involvement for All Pupils Served by Project

## FIGURE 14




Of the 3983 pupils served, there were a total of 7591 Parent Contacts across activities.

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# Parent Involvement for 1996-97

## Elementary and Secondary Education Act--Title I

- Teachers recorded parent involvement activities during the year on the Parent Involvement Log. Parent Involvement data are analyzed to give the overall parent involvement (parent contacts) for all pupils served during the year. The chart which follows presents the analysis of parent contacts for all pupils served by project (Figure 14).

- Summary Statements for all public and nonpublic Reading (grades 1-8) project pupils.

  > Of the 3944 pupils served there were a total of 7591 Parent Contacts.



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